



Campus Sexual Misconduct:
Two-Part Training Series Related to Empirically-Informed
Approaches to Problematic Sexual Behavior

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Training Overview

Session	Description	Date	Duration
1	Understanding Effective Interventions with Students Who Engage in Problematic Sexual Behavior	June 15, 2023	90 mins
2	Overview of STARRSA Program Options, Instruments, and Interventions for Students Found Responsible for Sexual Misconduct	June 28, 2023	90 mins

Presenters



Jay Wilgus, JD, MDR



Joan Tabachnick, MBA



Context

- Assumptions
- Parameters
- Limitations

Disclaimer

This training contains content intended for informational and educational purposes only. Participants and host institutions are not required to implement any strategies, approaches, or suggestions made during this training. To the extent participants and/or host institutions choose to implement the STARRSA Active Psychoeducation Program following this training, they do so voluntarily and with no guarantee regarding the effectiveness of the interventions generally or with respect to specific students. Furthermore, participants and host institutions recognize that student participation in STARRSA programs should be voluntary as well and that the content presented herein does not constitute legal advice, nor is it authorized for posting or distribution without prior authorization.

Centering the Professional in the Work

As interpersonal practitioners, we carry many things into our sessions...

- Value Systems
- Beliefs
- Biases and Prejudices
- Trauma Histories
- Expertise

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Centering the Professional in the Work

Effective and ethical practices calls us to practice...

- Self-awareness
- Self-care
- Empathy
- Humility
- Continued Learning
- Accountability



Vulnerability is not weakness. And that myth is profoundly dangerous....
Vulnerability is the birthplace of connection and the path to the feeling of worthiness. If it doesn't feel vulnerable, the sharing is probably not constructive.

— Brené Brown —

AZ QUOTES

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Self-Care



Who is in the Room?

If you could, please share your...

- Name;
- Role(s) on campus; and
- One word that describes why you do the work you do.

1

Examine how problematic sexual behavior presents on campus and the various goals across time points

2

Consider what we know and don't know about young adults who engage in sexual misconduct

3

Explore research-informed interventions and assessment approaches for campus practice

Objectives

Session 1

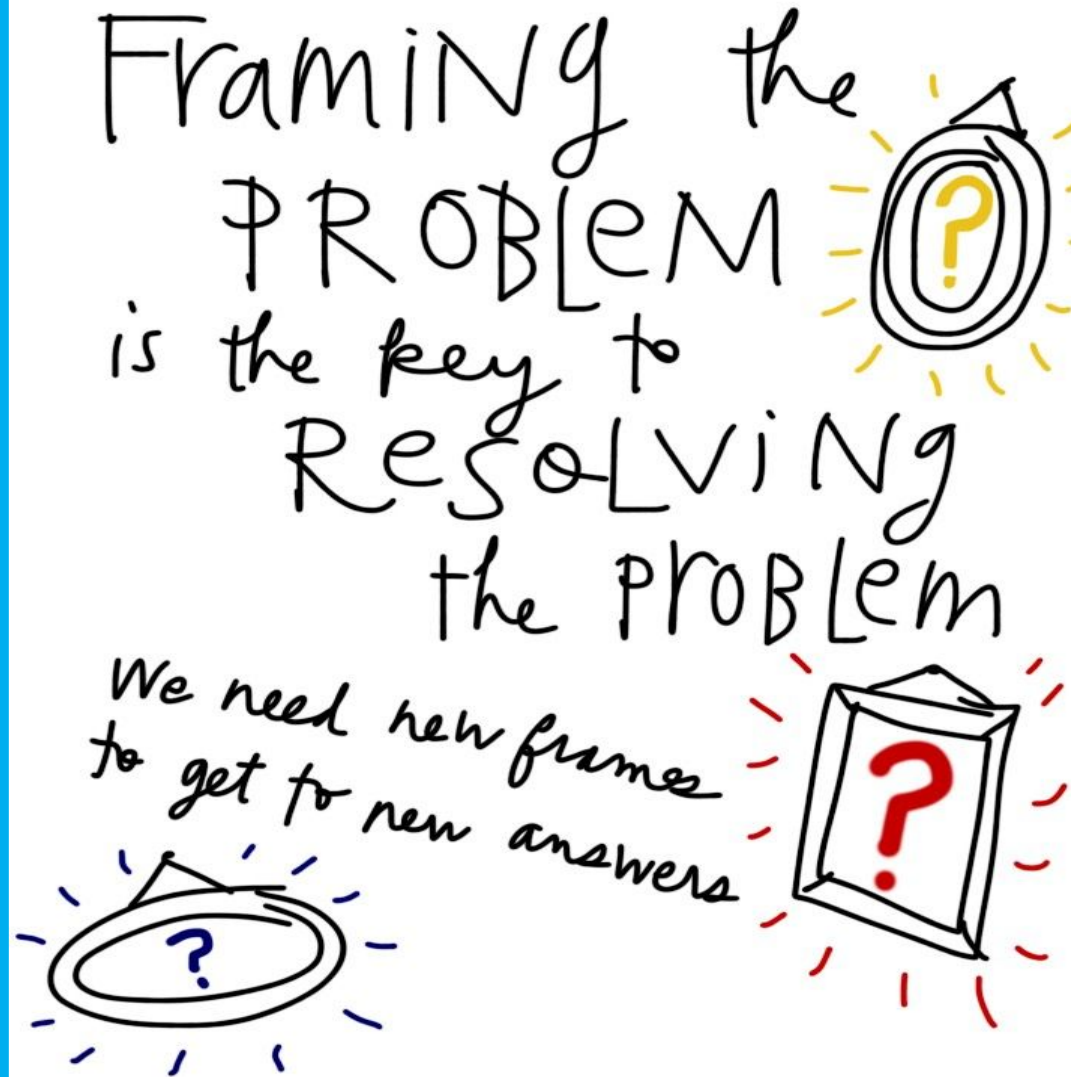


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Language & the Framing of Our Work

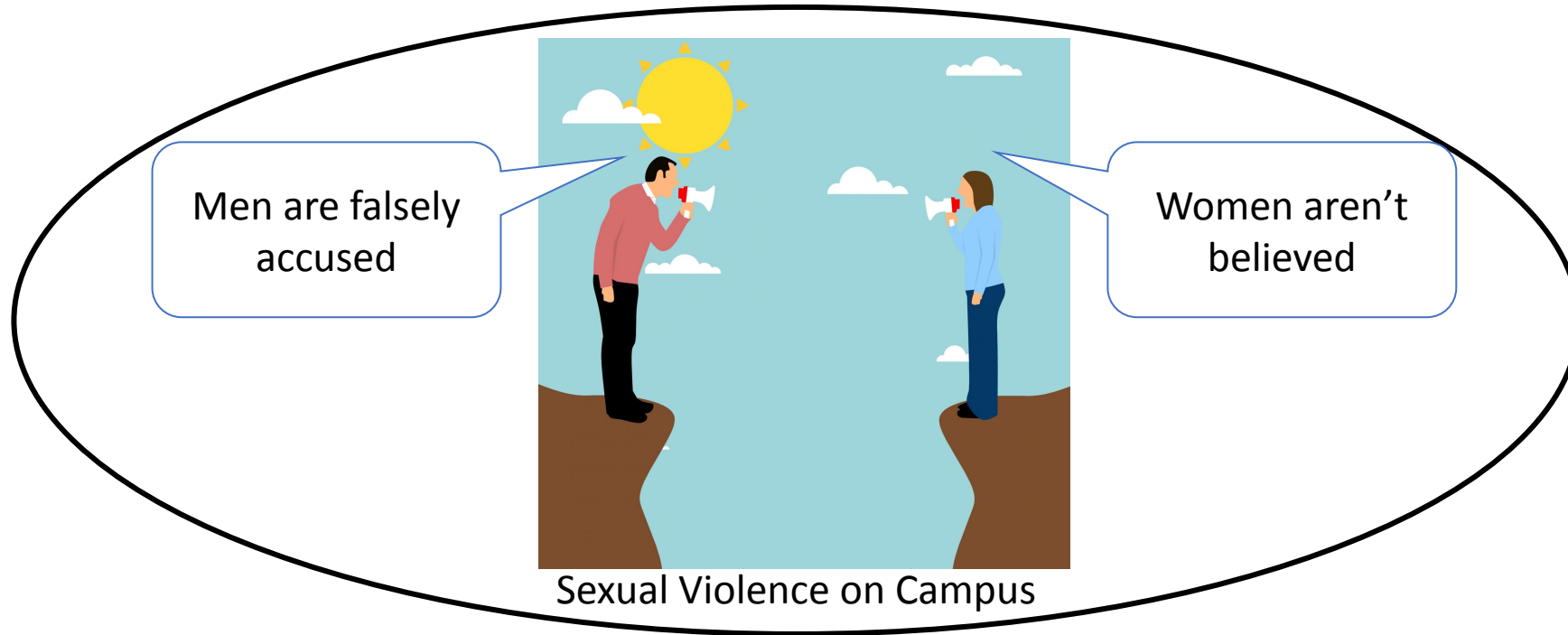
Framing the
PROBLEM
is the key to
RESOLVING
the PROBLEM

We need new frames
to get to new answers



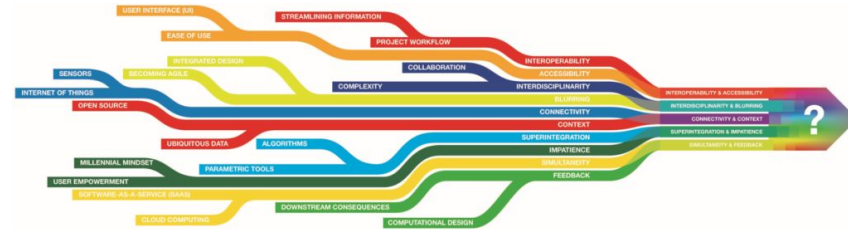
Monsters vs. Complex Humans

The Problem and the Tension



Converging Risk Factors

1. Emerging adulthood
2. Social culture/environment
3. Ubiquity of alcohol and drugs
4. Coercion-supporting peer groups
5. Victim access
6. Perceived safety/immunity



Adapted from: Lamade, R. V., Lopez, E., Koss, M.P., Prentky, R., & Brereton, A. (2018). Developing and Implementing a Treatment Intervention for College Students Found Responsible for Sexual Misconduct. *Journal of Aggression, Conflict and Peace Research*, 10(2), 134-144.

Protective Factors

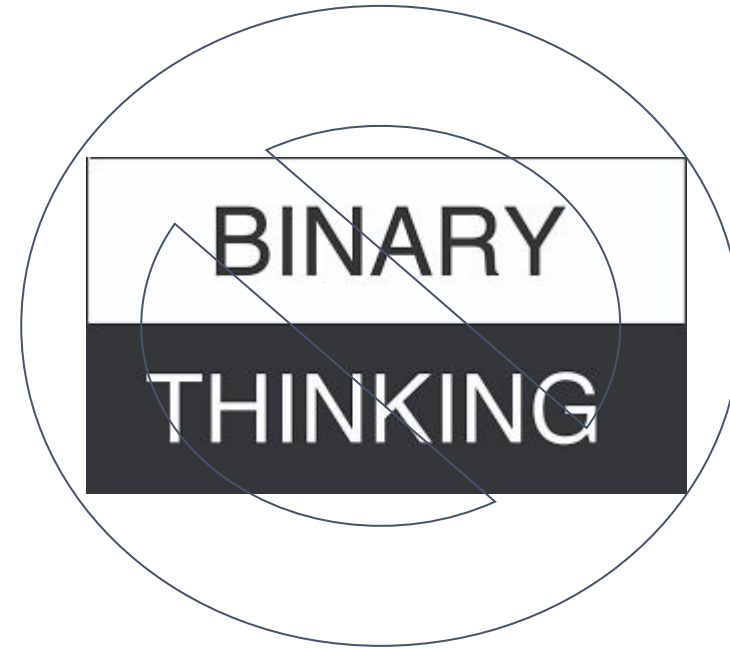
- Pro-social activities
- Coordinated educational input
- Opportunities for social-emotional learning
- Openness to positive peer attitudes
- Developmental malleability
- Receptivity to change

Adapted from: Lamade, R. V., Lopez, E., Koss, M.P., Prentky, R., & Brereton, A. (2018). Developing and Implementing a Treatment Intervention for College Students Found Responsible for Sexual Misconduct. *Journal of Aggression, Conflict and Peace Research*, 10(2), 134-144.

Presentations of Problematic Sexual Behavior (PSB)



Toward an Integrated *and* Intersectional Approach



“*For every **complex problem**, there's a solution that is clear, simple, and wrong.*”

H.L. Mencken

Presentations of Problematic Sexual Behavior (PSB)

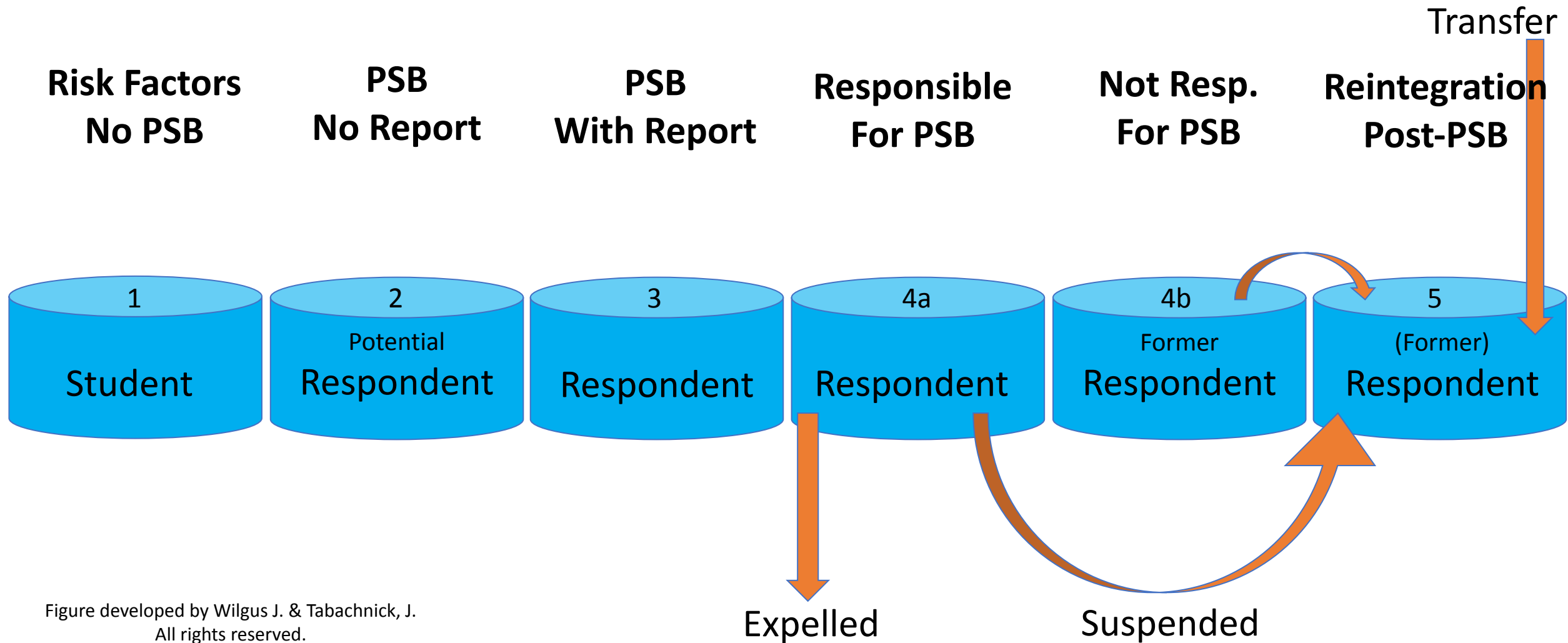


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Presentations of Problematic Sexual Behavior (PSB)

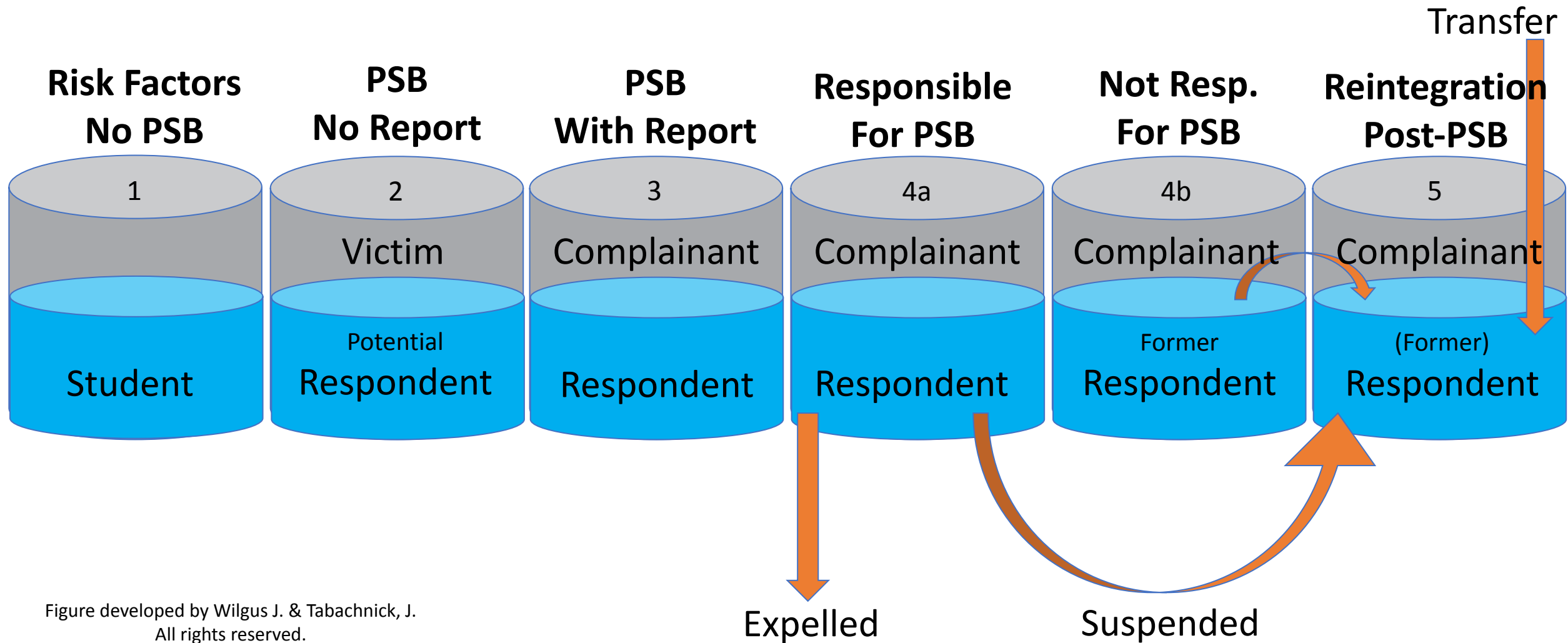


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Presentations of Problematic Sexual Behavior (PSB)

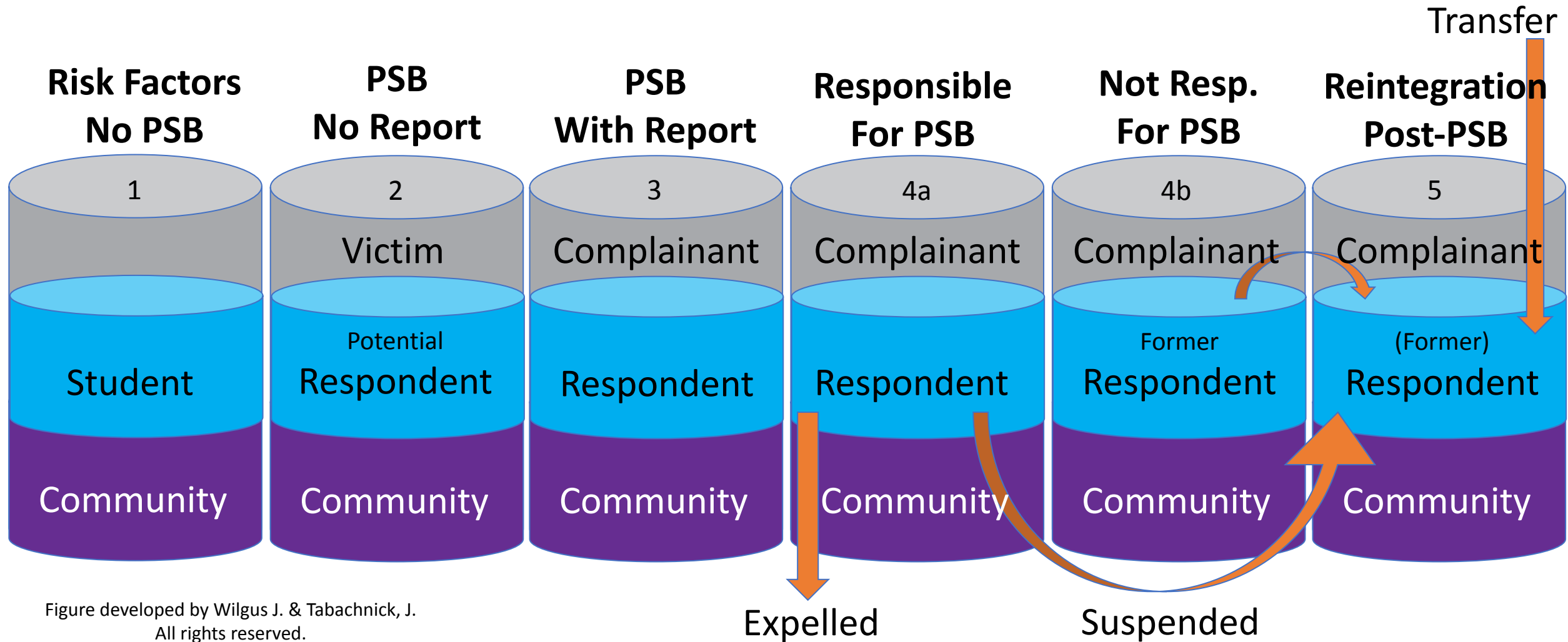


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Toward and Integrated *and* Intersectional Approach



Each bucket..
Each layer...

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Group Discussion

- What concerns, fears, and/or questions do you have about working with individuals who have engaged in sexual misconduct?
- What advantages, opportunities, or positive outcomes do you envision as possible when we support student who have engaged in problematic sexual behavior with research-informed interventions?
- Why do you believe this work is so important?

Students Who Engage In Problematic Sexual Behavior



Who Are They?

Common (Mis)Perceptions and Emotional Reactions



“*Definitions belong to the definers, not the defined.*”



Toni Morrison

Key Characteristics

For all adolescents and (most) college students:

- Emotions are experienced with greater intensity
- Developing social & interpersonal skills
- Attitudes and beliefs are evolving
- Abstract thinking and reasoning are developing
- Problem-solving & judgment tends to be poor
- Shorter attention spans
- Impulsivity & risk-taking are common
- Self-focus and narcissism are “normal”
- More dependent on their social environment and far more subject to peer pressure

Hallmarks of Expected Adolescent Development

Risk Taking

- risk-adversity increases with age; the hedonic motive in adolescence overshadows rational recognition of adverse outcomes

Emotional Intensity and Liability

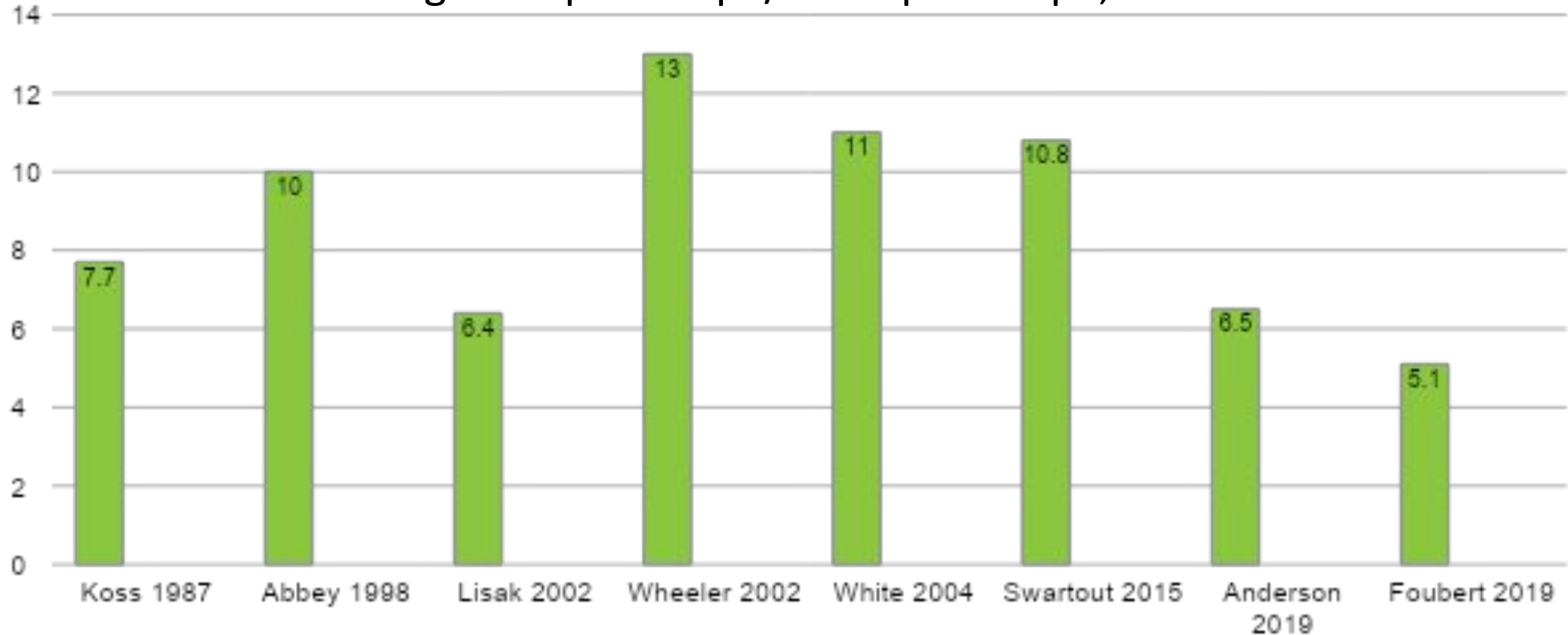
- associated with changes in reproductive and stress hormones

Impulsivity

- associated with CNS immaturity - frontal lobe continues to mature into the mid-20s

Perpetration Data from College Campuses*

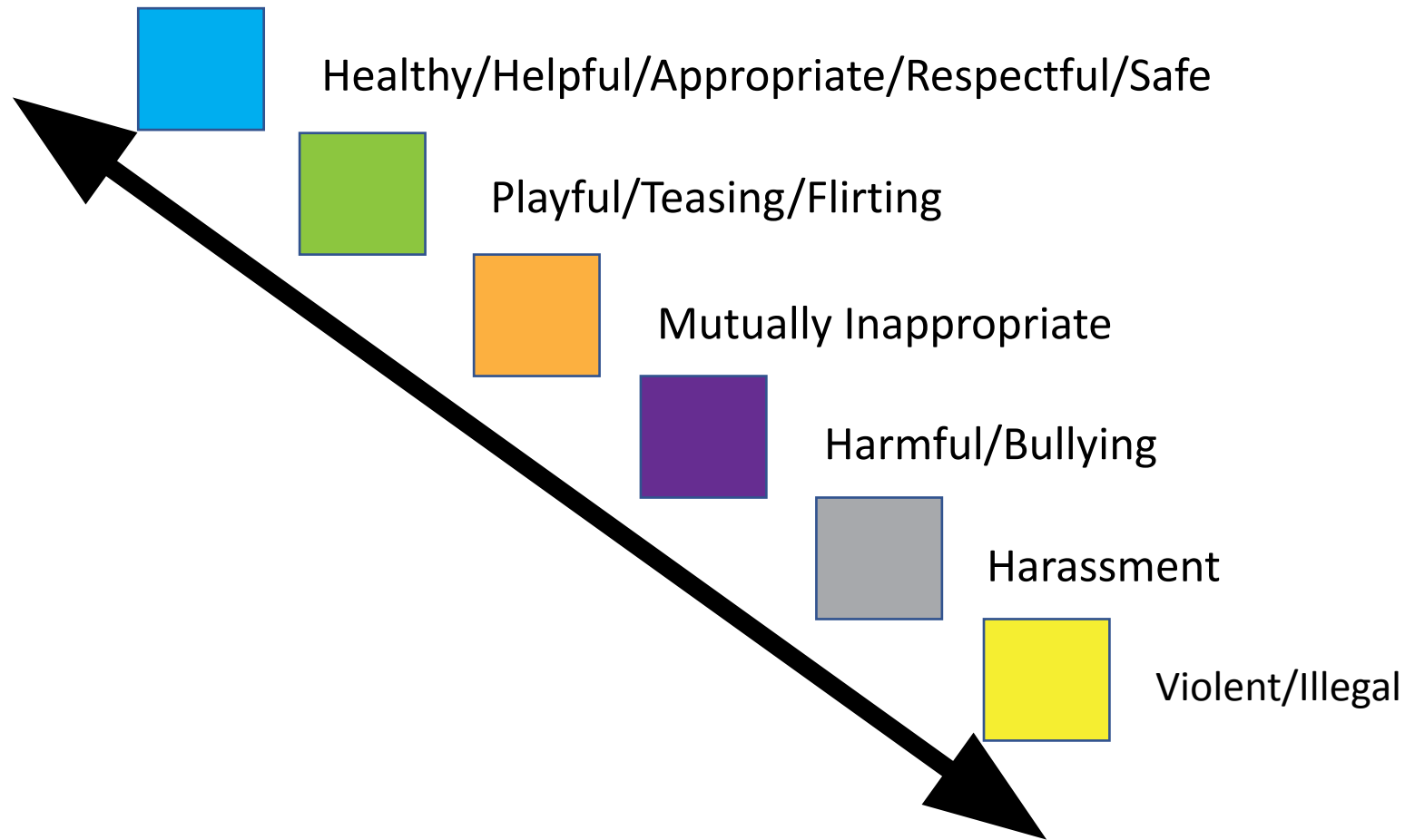
College Samples: Rape/Attempted Rape, Males



Adapted from DeGue, S., Brown, P, Jones, K., & Leone, R. (2017). Perpetration data: How it can inform your sexual violence prevention efforts. Presentation at the National Sexual Assault Conference, Dallas, TX.

*Information should be viewed with caution, as surveys and samples may use different definitions of sexual assault and related terms and may cover different populations.

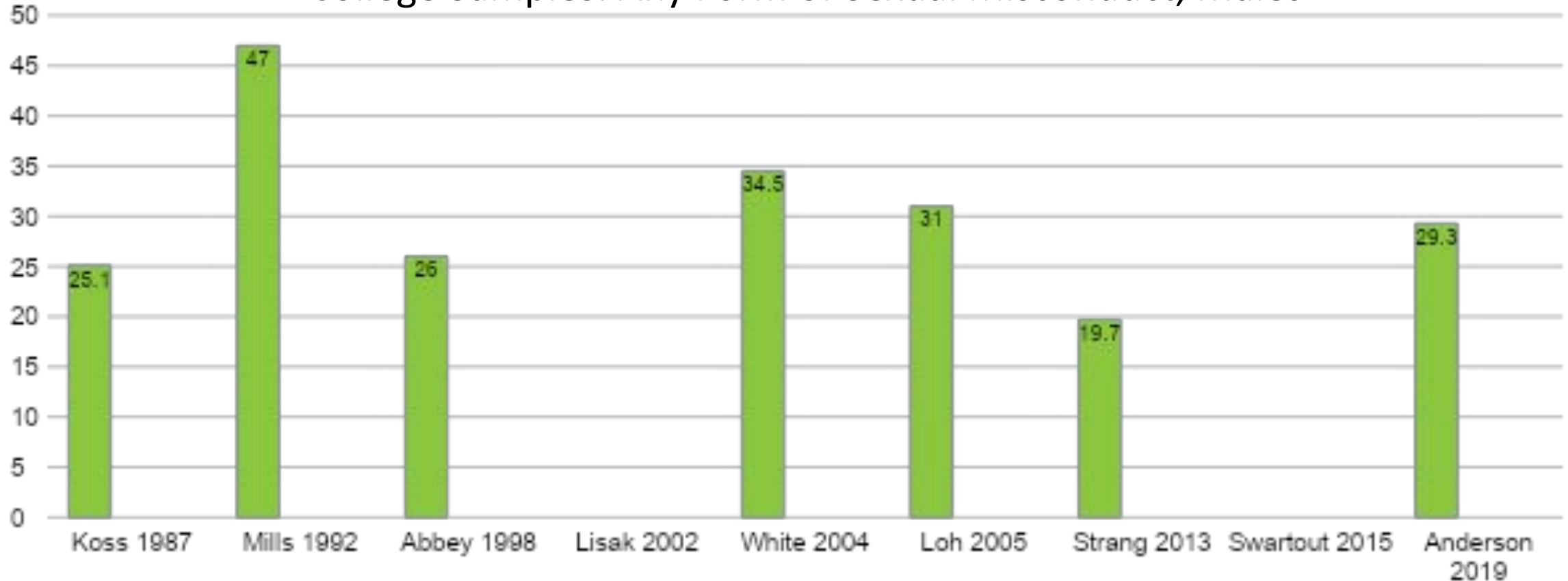
Continuum of Sexual Behavior



Cordelia Anderson, 2001

Perpetration Data from College Campuses*

College Samples: Any Form of Sexual Misconduct, Males

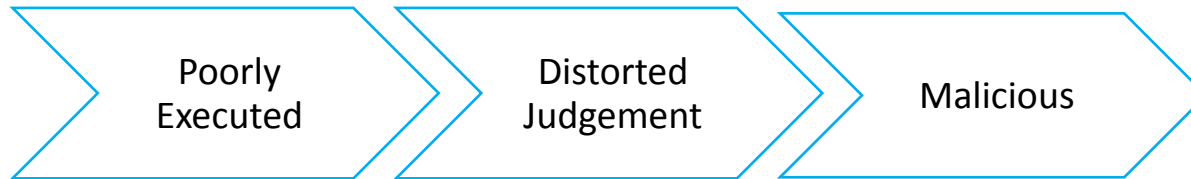


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Other Considerations

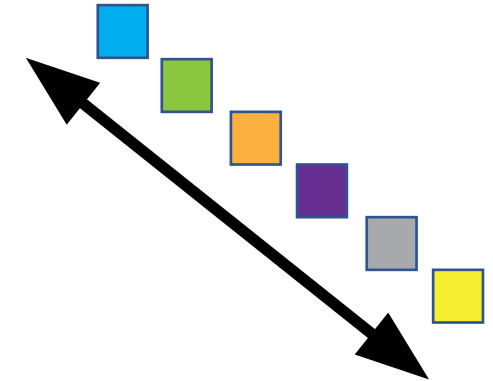
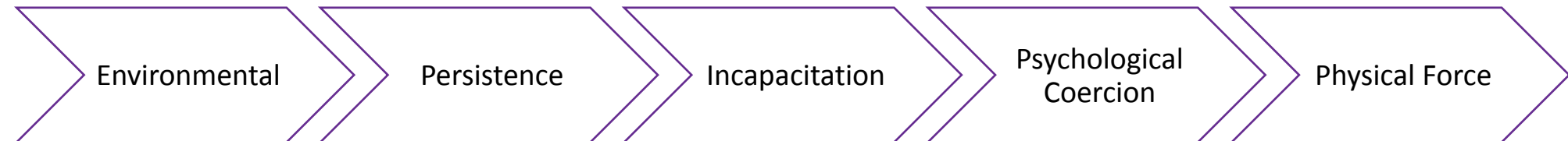
Intentions



Motivations



Tactics



Key Points

- Not all behaviors are the same.
- Not all people who abuse are the same.



Perpetration Risk Factors (ATSA)

- Attitudes of sexual entitlement
- Peer norms supportive of sexual aggression
- Intimacy deficits
- Sexual preoccupation
- Hostility toward women or other groups
- General lifestyle instability
- General antisocial or criminal attitudes
- Inability to problem solve and recognize the consequences of their actions
- Callousness and proneness to manipulative behavior
- Consuming violent pornography frequently

Source: Public policy recommendation: Addressing campus sexual misconduct. (2019, May). Retrieved from <https://www.atsa.com/pdfs/Policy/Addressing Campus Sexual Misconduct FINAL.pdf>.

Perpetration Risk Factors (CDC)

- History of child physical abuse
- Exposure to parental violence
- Involvement in delinquent behavior
- Acceptance of violence
- Hyper-masculinity
- Traditional gender role norms
- Excessive alcohol use
- Early sexual initiation
- Sexual risk-taking behavior (e.g., sex without a condom)

Source: Basile, K.C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S.G., Raiford, J.L. (2016). STOP SV: A Technical Package to Prevent Sexual Violence. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Impact of Race, Culture, and Privilege



Statement on Race and Privilege

“Research [has shown] that entitlement and dominance are core contributors both to sexually aggressive behavior (e.g., Knight & Guay, 2018; Malamuth, 2003) and to the maintenance of privilege and the continuance of racial prejudice.”

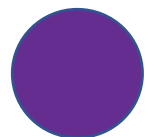
“ *It would have been easier to say my 12 year old son was a murderer... than to tell someone that he had sexually abused a younger child.* ”



Impact of Shaming



There is no simple answer as to why people engage in this behavior.



The problem of sexual offending is too complex to attribute solely to a single theory (multi-factor theories are stronger)

No Simple Answer



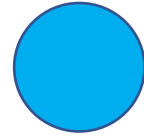
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No Single Cause...

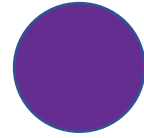
- Contributing factors can include:
 - Negative or adverse conditions in early development;
 - Cognitive distortions, which often parallel rape myths and diminish internal feelings of shame;
 - Repeated exposure to sexually aggressive pornography and violence;
 - Hostility toward women and increased acceptance of physical violence toward women;
 - Problems with self-regulation and impulse control;
 - Short-term relationships and negative attitudes toward women.

See, e.g. Center for Sex Offender Management, *The Comprehensive Assessment Protocol: A Systemwide Review of Adult and Juvenile Sex Offender Management Strategies* (2007).

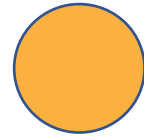
Red Flags



“It’s always about power and control...”



“This is how [all] college rapists find their victims...”



“This is what all sex offenders do...”



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Understanding perpetration
does not discount, diminish,
or lessen the very real impact
on victims of sexual violence.

Key Point

“We can't move to a culture that eliminates sexual violence if we're not dealing with how harm-doers become harm-doers and how they undo that. Leaving them in a heap on the side of the road is not the answer; allowing them to sneak back in through the back door [...] and acting like nothing happened [is not] the answer. There should be an expectation that there's real rehabilitation and that [offenders] have seen the light and want to make dramatic shifts in their behavior.”



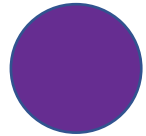
Tarana Burke

College students are uniquely receptive to change and emerging adulthood presents an excellent opportunity to disrupt patterns of behavior that cause harm.

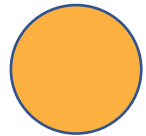
Key Take-Away



Assessment



Treatment



Safety Planning

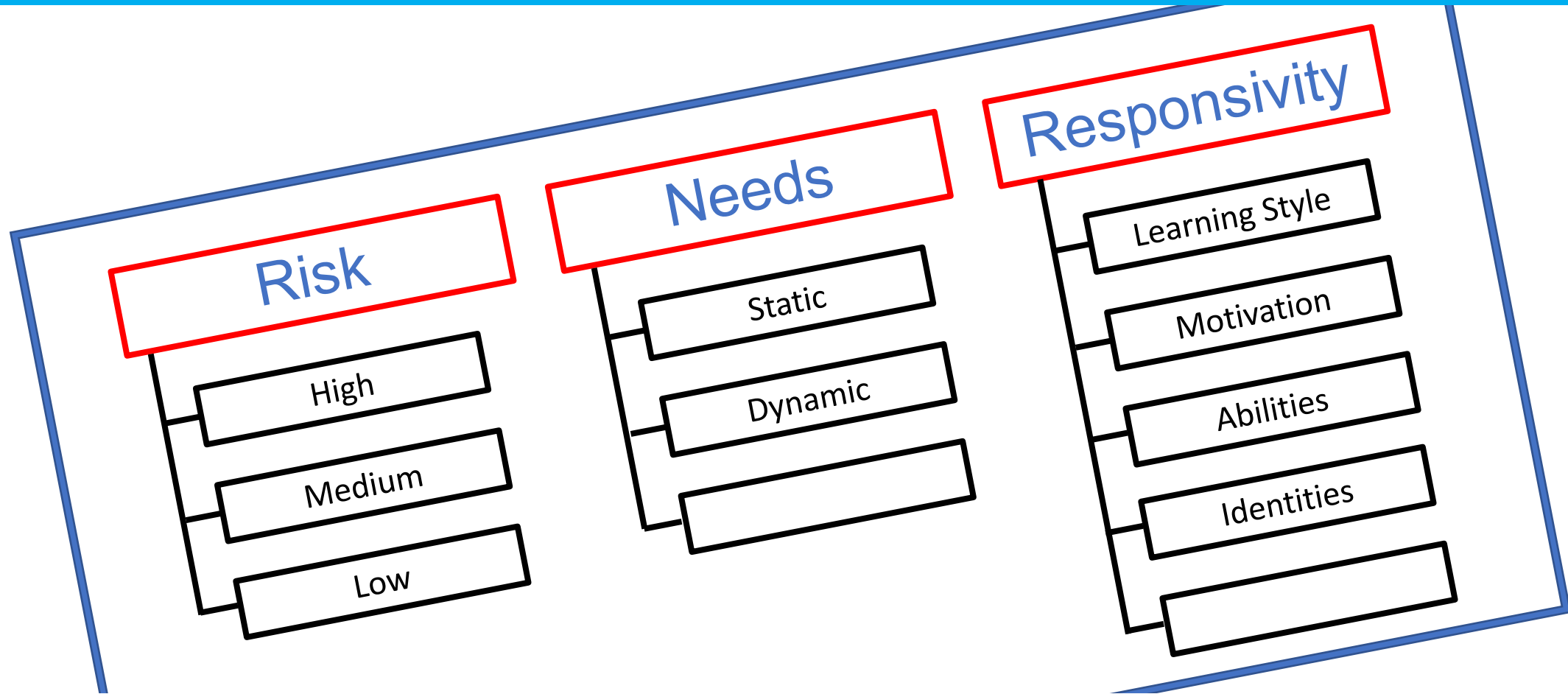
Risk

Needs

Responsivity

So... What Works?

Risk-Needs-Responsivity (RNR) Model



See, e.g., Andrews, D.A., Bonta, J. and Hoge, R.D. (1990), "Classification for effective rehabilitation: rediscovering psychology", *Criminal Justice and Behavior*, Vol. 17 No. 1, pp. 19-52.; Hanson, R.K., Bourgon, G., Helmus, L. and Hodgson, S. (2009), "The principles of effective correctional treatment also apply to sexual offenders: a meta-analysis", *Criminal Justice and Behavior*, Vol. 36 No. 9, pp. 865-91; Lamade, R., Lopez, E., Koss, M., Prentky, R., Brereton, A. (2017). Developing and implementing a treatment intervention for college students found responsible for sexual misconduct. *Journal of Aggression, Conflict and Peace Research*. doi:10.1108/JACPR-06-2017-0301

Assessment

WHO COMPLETES A RISK ASSESSMENT

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Licensed clinician with training and experience in working with problematic and abusive sexual behavior

Could have experience working with adults or adolescents:
preferably adolescents/young adults

Possible referral points include: ATSA directory, Safer Society Foundation directory, local forensic psychiatry programs

What Will You Learn from an Assessment

Major Risk/Need Factor	Indicators	Intervention Goal
Substance Abuse	Abuse of alcohol and/or drugs	Reduce substance abuse through a drug or alcohol treatment program, enhance alternatives to substance abuse
Pro-criminal/misconduct attitudes	Rationalization for crime/misconduct, rape myth support	Counter rationalizations with prosocial attitudes, build up prosocial identity
Antisocial personality pattern	Impulsive, adventurous pleasure seeking, restlessly aggressive	Build self-management skills, teach anger management
Social supports for misconduct	Isolation from prosocial others	Establish prosocial friends and associates
Family/peer relationships	History of poor family/peer relationships, inappropriate parental monitoring or disciplining	Teaching relationship skills, enhance caring relationships (e.g., mentoring)
School/work	Poor performance, low levels of satisfaction	Enhance work/study skills, nurture interpersonal relationships within the context of school and campus work
Prosocial recreational activities	Lack of involvement in prosocial activities or involvement with activities problematic to the individual	Encourage participation in prosocial activities, match activities to individuals to lower risks

Adapted from Risk-need-responsivity model for offender assessment and rehabilitation 2007-06 (p.6), by Bonta, J. and Andrews, A. (2007). Ottawa, Canada: Public Safety Canada Copyright 2007 by Her Majesty the Queen.

Retrieved from: <https://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/rsk-nd-rspnsvty/index-en.aspx>

Treatment

- The following approaches have the greatest impact:
 - Interventions provided by professionals with specialized training
 - Programs that adhere to the risk-need-responsivity model
 - Cognitive-behavioral/relapse prevention approaches
 - Interventions that meaningfully engage higher risk offenders in the process of changing criminogenic needs

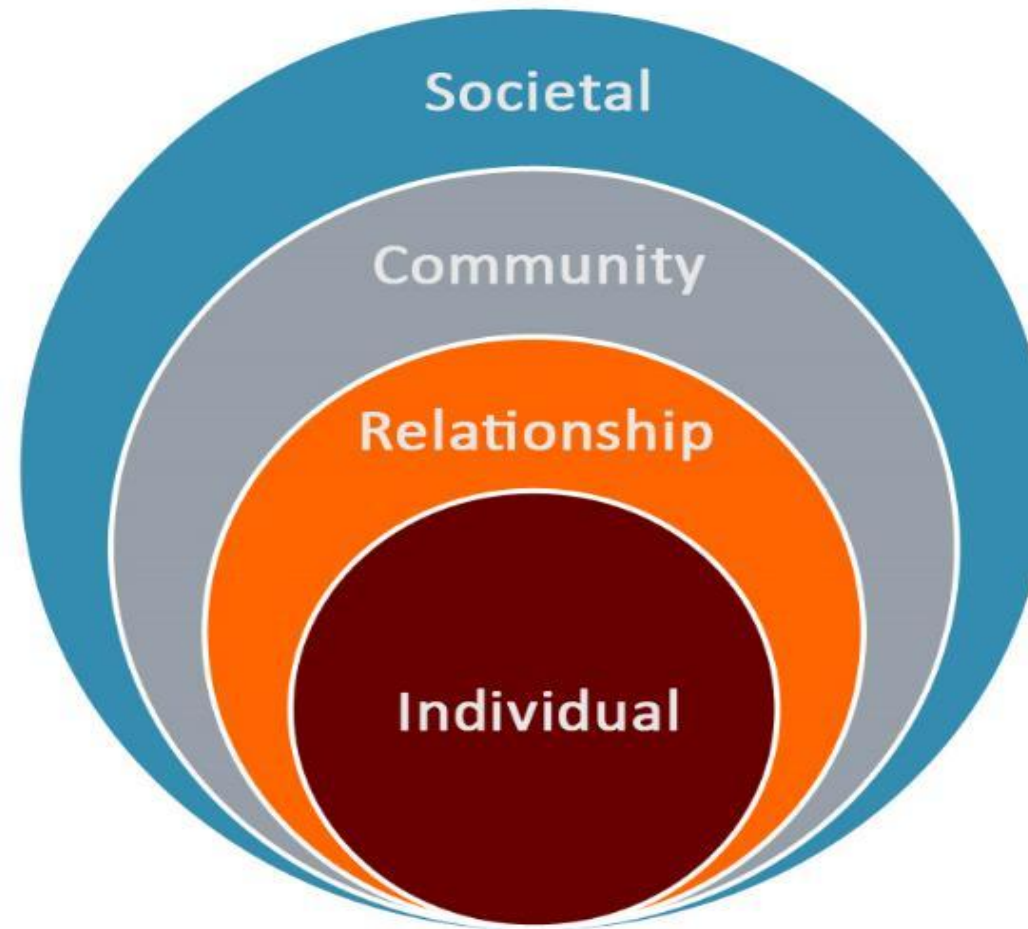
See, e.g., Lösel, F. and Schmucker, M. (2005), "The effectiveness of treatment for sexual offenders: a comprehensive meta-analysis", *Journal of Experimental Criminology*, Vol. 1 No. 1, pp. 117-46.; Hanson, R.K., Bourgon, G., Helmus, L. and Hodgson, S. (2009), "The principles of effective correctional treatment also apply to sexual offenders: a meta-analysis", *Criminal Justice and Behavior*, Vol. 36 No. 9, pp. 865-91; and Lamade, R., Lopez, E., Koss, M., Prentky, R., Brereton, A. (2017). Developing and implementing a treatment intervention for college students found responsible for sexual misconduct. *Journal of Aggression, Conflict and Peace Research*. doi:10.1108/JACPR-06-2017-0301

Therapeutic vs. Educational Interventions

	Psychotherapy	Psychoeducation
Goal	Facilitate positive behavioral change by targeting and mitigating risk relevant thoughts, feelings, and behaviors associated with sexual misconduct and promoting respectful, prosocial intimate relationships	Deliver knowledge that leads to an understanding of the need to modify behavioral responses
Method	Use of specific clinical techniques within a principled framework	Planned curriculum
Delivery	Licensed mental health provider (psychologist, MHC, SW, psychiatrist)	No licensure requirements.
Effectiveness	Evidence for various outcomes	Support for specific outcomes
Cost	Varies, depending on insurance; diagnosis may be required	Cost effective, particularly when administered in a group

Adapted from Prentky, R., Koss, M., Lamade, R., Lopez, E., Wilgus, J., & Righthand, S., *Two Programs, Two Approaches: Psychotherapy vs. Psychoeducation* (2017). On File at Klancy Street, LLC

Social-Ecological Model



Dahlberg et.al., 2002

“It is unreasonable to expect that people will change their behavior easily when so many forces in the social, cultural, and physical environment conspire against such change.”



The Institute of Medicine Health Promotion Study (2000)

Safety Planning

- Important to address the safety of all parties
- Discussion of boundaries/sanctions and action plan for adhering to those
- Consider the following
 - What can be risky to me? How do I avoid/manage these?
 - What can protect/grow me? How do I engage in/with these more?
 - Who needs to know?
 - Who can help me? What do they need to know to help me?

Safety Planning

Guiding Principles

- Campus safety is a shared responsibility designed to increase the safety for everyone
- Listening to the needs and requests of the student filing the complaint is critical;
- The process will have the greatest impact when the accused student is involved;
- Involve multiple people
- In more serious situations, safety planning benefits from a risk assessment; and
- Must be individualized for each student and each situation.

Tabachnick, J. & Wilgus, J., *Campus Safety Planning for Respondents* (2020), available at <https://klancystreet.com/resources/>

Safety Planning

- Most effective when:
 - Individualized
 - Holistic
 - Behavioral
 - Do-able
 - Dynamic

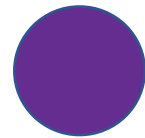


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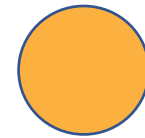
Implications For Practice



Individualize response to focus on respondent-specific risks, needs, and responsivity

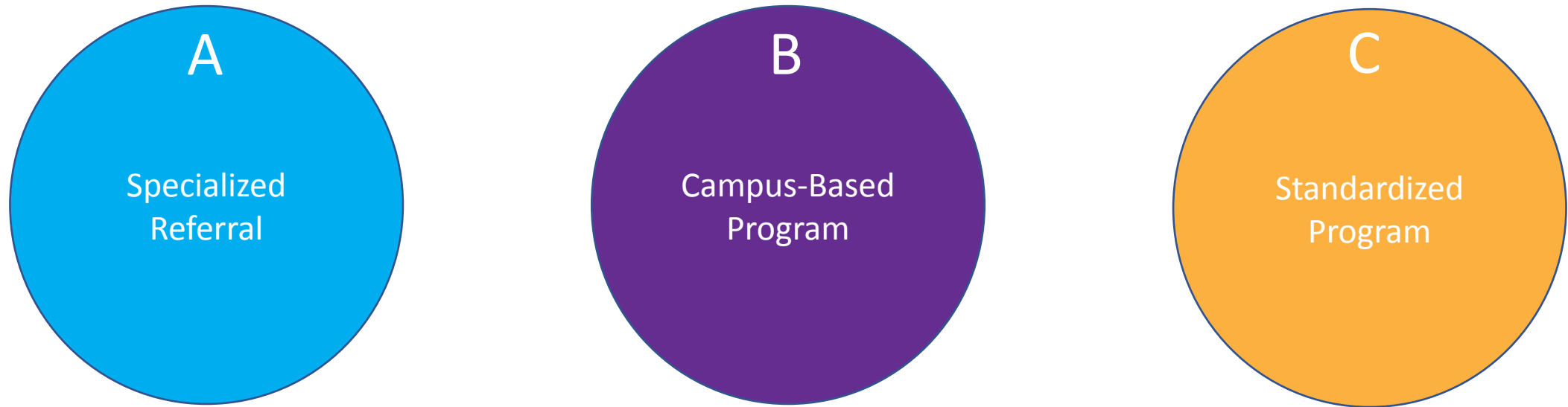


Utilize research-informed assessments and interventions



Incorporate within a comprehensive approach to PSB that includes perpetration prevention

Campus Options

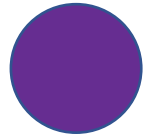


Evaluating Options

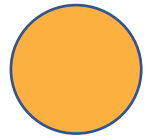
	Benefits	Challenges
Option A. Specialized Referral	<ul style="list-style-type: none"> • Individualized intervention • Avoids unqualified, or omission of, treatment recommendations • Capitalizes on professional expertise 	<ul style="list-style-type: none"> • Varying proximity to specialized clinicians • Resistance around perception of mandated treatment • Cost and equity considerations
Option B. Campus-Based Program	<ul style="list-style-type: none"> • Homegrown to meet campus needs • Adaptable 	<ul style="list-style-type: none"> • Significant development costs • May not capture broad research base and varied expertise
Option C. Standardized Program (STARRSA)	<ul style="list-style-type: none"> • Individualized interventions • Designed for college students • Generalized applicability across campuses • Informed by multidisciplinary expertise and leading academics/clinicians 	<ul style="list-style-type: none"> • Upfront training costs • Externally controlled resources • Not yet validated



Questions?



Comments?



Reflections?

Discussion

Select Resources



Public policy recommendation:
Addressing campus sexual misconduct

Statement by the Association for the Treatment of Sexual Abusers
May 2019

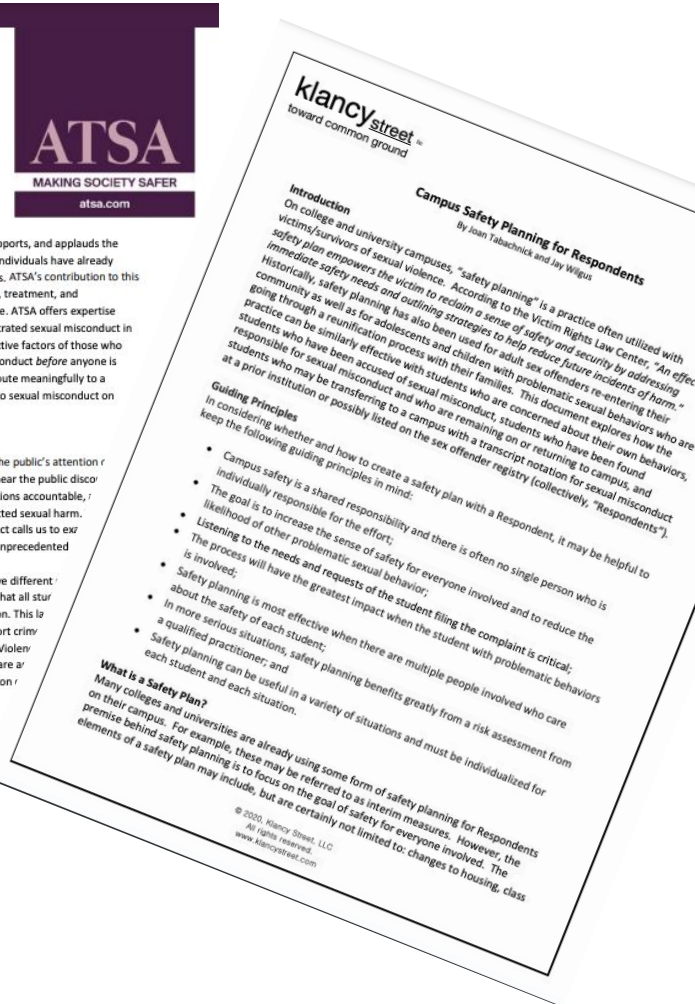
The Association for the Treatment of Sexual Abusers (ATSA) recognizes, supports, and applauds the ongoing dedication and work that many other organizations, entities, and individuals have already achieved to address sexual misconduct² on college and university campuses. ATSA's contribution to this effort is a unique perspective due to our focus on the effective assessment, treatment, and management of individuals who have sexually abused or are at risk to abuse. ATSA offers expertise regarding potential responses and interventions for those who have perpetrated sexual misconduct in the campus environment, as well as expertise regarding the risk and protective factors of those who may cause harm. Ultimately, the goal of this work is to prevent sexual misconduct before anyone is harmed. It is our hope that the following information and resources contribute meaningfully to a comprehensive and inclusive approach to the prevention of and response to sexual misconduct on college and university campuses.

Introduction

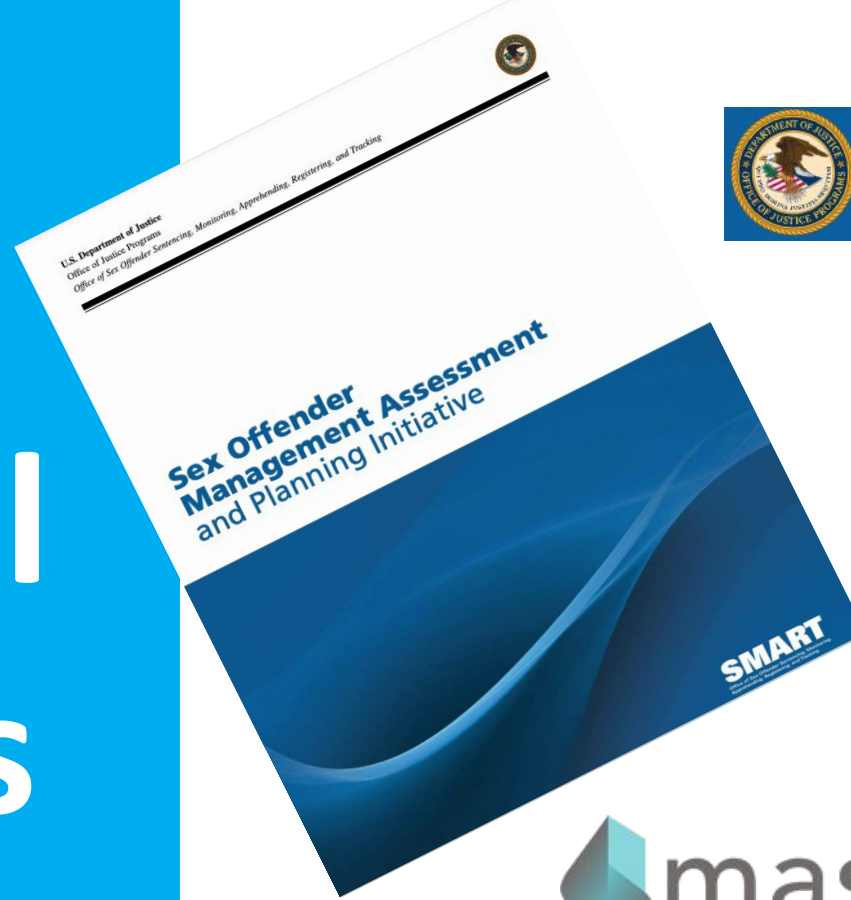
During the past decade, increased awareness and advocacy have focused the public's attention on sexual misconduct on college and university campuses. It is heartening to hear the public discourse insist that something must be done to hold individuals and institutions accountable, to provide appropriate services for people who have experienced and committed sexual harm, and to begin an unprecedented period of discussion regarding all forms of sexual misconduct calls us to extend responses to this behavior and seek opportunities to prevent it in equally unprecedented

Campuses throughout the world face this issue, and different countries have different examples. In the United States, a federal law referred to as Title IX ensures that all students have the right to an education free of sexual harassment, violence, and discrimination. This law is enforced by the U.S. Department of Education's Office for Civil Rights. The Clery Act, which requires schools to disclose their security procedures, report campus crime statistics, and protect victims' rights are protected. Additionally, the 2013 reauthorization of the Violence Against Women Act included provisions to improve campus safety. These legislative mandates are a framework for responding to and ultimately preventing sexual misconduct on campus.

¹ The term sexual misconduct encompasses any sexual or sexually motivated behavior that is forced, coerced, or manipulated into witnessing or experiencing sexual harassment, exploitation, or could not, consent.



Additional Resources



“

*We can learn to see each other
and see ourselves in each other
and recognize that human
beings are more alike than we
are unlike.*

”



Maya Angelou